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AUTHOR KINTZER, FREDERICK C.
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ABSTRACT

THIS REPORT IS BASED ON THE FINDINGS OF TWO INQUIRIES OF ADMINISTRATORS AND FACULTIES AT CEYLON'S SIX JUNIOR UNIVERSITY COLLEGES. IT REPRESENTS AN ATTEMPT TO EVALUATE THE FIRST TERM SUCCESS IN MEETING CERTAIN STATED OBJECTIVES. THE INQUIRIES CONCERNED THE AREAS OF (1) PREPARING STUDENTS FOR MANPOWER POSITIONS, (2) PREPARING STUDENTS FOR MANHOOD, (3) TRANSLATING MATERIALS INTO THE MOTHER TONGUE, (4) HANDLING ADMINISTRATIVE PROBLEMS, (5) DEVELOPING STUDENT PERSONNEL SERVICES, (6) EXPANDING LIBRARY SERVICES, (7) TEACHING INSTRUCTION METHODS, (8) EVALUATING STUDENTS, AND (9) DESCRIBING EDUCATIONAL OPPORTUNITIES TO THE PUBLIC. PREPARING STUDENTS FOR MANPOWER POSITIONS WAS VIEWED AS THE MOST VITAL OBJECTIVE AND AS SUCH HAS RECEIVED THE MOST ATTENTION FROM THE STAFFS OF THE JUNIOR UNIVERSITY COLLEGES. EACH AREA INCLUDES A SUMMARY OF THE REACTIONS OF ADMINISTRATORS AND FACULTIES AS WELL AS COMMENTS BY THE AUTHOR THAT ARE INTENDED TO PROVIDE INFORMATION ON WHICH TO BASE FUTURE DIRECTIONS. (MC)

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PLANNING FOR THE FUTURE

A FIRST TERM EVALUATION OF CEYLON'S JUNIOR UNIVERSITY COLLEGES

by Dr. FREDERICK C. KINTZER

Evaluation is ideally a continuing process. In actual practice, however, it is frequently postponed or forgotten entirely. Implementing a new scheme is, after all, much more exciting than attempting to measure the success of an old idea. Too often in education, as Johnson vividly describes: "we fly by the seat of our pants not knowing with certainity where we have been, where we are, or where we are going." 1

This report, based on the findings of two inquiries, is an attempt at evaluation—evaluation of first term success of Ceylon's six Junior University Colleges in meeting stated objectives as viewed by administrators and faculty.

Questions submitted separately to administrators and faculty in April, 1969, were taken directly from the enabling legislation which created the Junior University College System or from the *1969 Bulletin* developed cooperatively as a kind of policy manual. Respondents were constantly reminded to be specific in their answers. Comments of the author (**) are also included to provide additional information on which to base future directions.

QUESTION 1.

The Junior University Colleges are charged with the responsibility to prepare students for manpower positions. How well, in your judgement, is this vital objective being emphasized? What, specifically, have you done to further this most important goal?

Comment

Two objectives of the Junior University College system are stated in section 91 of the Higher Education Act: "(a) terminal courses of higher education in branches of learning for a period of two years, being courses with a practical bias designed to meet the manpower requirements of Ceylon, and (b) interim or transfer courses of higher education in branches of learning for the said period being courses designed to equip students to be fit for admission to a University at the end of the said period."2

Major attention has been focused on the implementation of the first objective—to begin to fill manpower needs and thereby to bring some relief to the pressing graduate unemployment, which is a growing harassment to the Nation's economy and social stability. Only limited attention has thus far been given to the second-named objective—"the transfer function". This decision made early in the planning stages is strongly justified because of the overriding importance of training for manpower. Foundation for a system-wide transfer program has not been neglected, however.

University professors served on curriculum development committees from the beginning of the movement and continue in advisory capacities. Regulations are now being framed to enable students who are awarded a First Division pass in the Diploma Examination to be admitted to a relevant course leading to a degree in any Ceylon university, with credit given for work already accomplished in the Junior University College.

Reactions

Arranging visits to local enterprises preliminary to organized work study programs was the most frequently reported means of introducing the manpower objective to both students and communities. Since the students are highly motivated to do well with a job as a graduation reward, and the communi-

1 *B. Lamar Johnson. Islands of Innovation Expanding: Changes in the Community College. Glencoe Press, Beverly Hills, California, 1969. P.311.*

** *The author, Dr. Frederick C. Kintzer, serving as the second Fulbright Professor/Advisor to the Ministry, has been on the scene for latter planning stages and first two terms of Junior University College operation.*

2 *The Higher Education Act, No. 20 of 1966. Part XVI—Junior University Colleges section 91 a-b, Government Printing Office, Colombo, Ceylon. 1966.*

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ties are curious about the new institutions; these visits continue to be a valuable introductory technique.

During the end-of-term evaluation sessions held at the Ministry late in April 1969, administrators and faculty confirmed the need for a work-experience program, and hammered out detailed plans. Contacts with managers of work-places will be made by the appropriate faculty member and the College Counselor or in some cases by the Principal or Vice-Principal. Work sessions will normally be confined to morning hours. Each diploma group—Management Studies, Commerce, Agriculture, etc.—will be provided only with work relevant to its major area of study for one morning session each week to enable students and faculty to participate without interfering with the regular progress of other classes.

On every Junior University College campus, students are given opportunity to practise business management, book-keeping, accounting, purchasing, etc., in the newly-organized Cooperative Canteens and book shops. At the Palaly Campus, the canteen is operated by a student committee which makes daily recommendations for purchasing. Student leaders attend training sessions at a nearby Coop training school.

Some manpower shortage areas, it was pointed out, do not as yet appear in the J.U.C. curriculum, Although the departments of science and technology are described in the system's *Announcement of Courses*, diplomas in such areas as Home Economics, Textile Production, Surveying and Levelling, and Architectural Drafting, and courses which could lead toward self-employment in the rubber, coconut or fish industries are not being offered. The Director of the Junior University College system, however, is to be commended for using restraint in operationalizing training programs, until trained experienced teachers, sufficient equipment, and adequate quarters are available to assure success.

Preliminary meetings have recently been held to explore the feasibility of expanding the present English Diploma Course and the Physical Education required course into two-year teacher training diplomas.

Several administrators mentioned plans to start practical skills through hobby activities on a co-curricular basis. Radio repair, carpentry, rattan work, masonry, catering, ceramics, painting, are representative.

It was generally felt that J.U.C. information has not reached the public, particularly potential employers who may be in a position to hire graduates. A wide propaganda program is a pressing need to build community interest, respect, and cooperation to help solve the Nation's manpower unemployment problem.

QUESTION 2

The Junior University Colleges will prepare students for manhood, as well as for manpower positions. How well, in your judgment, is this vital objective being emphasized ? What, specifically, have you done to encourage this accepted aim ?

Comment

Training for manpower while the most important, is only one aspect of the total education envisaged for students in Ceylon's Junior University Colleges. As stated in the *1969 Bulletin:*

> Higher education is more than preparation for a job. Its main aim is the elevation and humanization of the individual. The Junior University Colleges aim at the total development of the individual student with job preparation as a focal point in their programs. 3

General studies—including English, Social Education and Physical Education—are, accordingly, required of all students. As reported by the administration and faculty, the "manhood objective" is being implemented in various ways.

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3 *Junior University Colleges Bulletin 1969. Ministry of Education and Cultural Affairs, Colombo 2, P.5.*

Reactions

The faculty emphasized the practice of individual conferences with major field students and close cooperation with the institution's full-time counselor to help students with their problems and plans. Attempts are being made to measure improvement in personality character traits through group sessions. Several simple but effective techniques were mentioned: (a) watching students when they come and go, noting habits of cleanliness, etc. (b) keeping track of those who make valuable suggestions in sub-committee meetings controlling the coop store, noting work habits and reporting to the counselor, and discussing individual differences at group sessions of five to seven students.

In keeping with the "manhood objective", every college has made some attempt to involve students in social work, various community activities, and Shramadanas. At Palaly Campus, arrangements are being made for residential work camps through various organizations including Lions International. A three-day institute on Leadership Training —including sensitivity groups—was conducted in May 1969. "Youth Problems" was the central topic. Developing initiative, critical examination of one's self, and loyalty to the J.U.C. were behavioral changes desired in participants.

Several members of the faculty complained that students are generally treated "like secondary school kids", not given freedom to begin to manage their own affairs. Others felt that segregation of the sexes is a handicap—four of the six colleges are single sex institutions. 4

Such segregation, they asserted, is a severe handicap in "our attempt to provide proper training for manhood."

The faculties are nevertheless united in their efforts to encourage every student to take pride in his institution and to feel that the Junior University College belongs to him.

QUESTION 3.

All lectures and laboratory sessions, according to prescribed regulations, are to be conducted in the Mother tongue. At the same time, Junior University College libraries consist largely of English books and materials because books and materials in Sinhala and Tamil are not available. Many of your students, on the other hand, are not adequately prepared to read and comprehend English. What, specifically, are you doing to ease this difficult situation ?

Comment

Even in the early planning, this complicated problem was recognized as one—if not the most severe—issue to be faced. Many administrators and faculty members identified the language barrier as the most disconcerting problem. 5

Although lectures, according to policy, are given in Sinhala or Tamil, English is apparently encouraged on all J.U.C. campuses. Technical terms and subject-centered phrases are prepared in English as well as the Mother tongue. English discussions are encouraged and teachers converse in English with students during non-class times.

The shortage of books and materials in Sinhala and Tamil is another aspect of this exceedingly complex situation. To make up for these shortages, many of the faculty are working overtime to translate class material into the Mother tongue to be given as handouts.

Most encouraging of all, the System Director, acting on the urgent request of the faculty, particularly the English lecturers, principals and vice-principals, has authorized an additional English lecturer for each campus. Additional staff will allow the faculty to develop a system of ability grouping in English classes—a technique strongly recommended by respondents to this survey.

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4 Frederick C. Kintzer, "Accent on Actien in Higher Educatien—Ceylcn's New Junior University Colleges." Newsletter, United States Educational Foundation in Ceylon, March, 1969, P.7.

5 Ibid p.8.

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Reactions

Administrators pointed out that while the great majority of their students are weak in English, they are highly motivated to improve as rapidly as possible. On one campus, students have set a target date of December 1969, to achieve at least an Ordinary Pass in English at the G.C.E. Ordinary Level Examination. On several campuses stronger students have volunteered to help the weaker.

In addition to techniques described above, voluntary speech classes in English are conducted weekly on one campus, and weekly English assemblies are held on another. English lecturers are helping to prepare translations of readings for other courses and librarians offer assistance to individual students for better comprehension of what they read.

QUESTION 4.

What administrative problems have you encountered during the first term ? Please report how you solved the most pressing problem you have thus far faced ? What specific recommendations would you submit for the improvement of J.U.C. administration ?

Problems—Solutions

More problems than solutions were offered by administrators responding to the inquiry. The most severe problem identified by principals and vice-principals was the lack of faculty—particularly librarians—and clerical and other staff help.

Education at all levels in Ceylon suffers from the lack of trained librarians. In response to the initial call for librarian applicants, only two applied for the six J.U.C. vacancies. One accepted, and was made system director. Five of the six colleges have assistant librarians with limited training and experience. On one campus, administrators and faculty are having to stand in to keep the library open in lieu of qualified personnel. Two J.U.C.'s have small librarian training programs. Dehiwela and Palaly offer two-year diploma courses.

A UNESCO-sponsored program is gaining national momentum. The plan, developed by Miss Evelyn Evans, includes detailed directions for regional libraries as well as training proposals. The elaborate scheme is well-timed. Its effect should be felt at all levels and among all segments of Ceylon's educational system, including the Junior University Colleges.

In addition to the paucity of materials and equipment and delays in delivery of available items, administrators particularly at Dehiwela, Galle and Kegalle underscored the lack of classroom space and recreational areas. Classroom space was greatly relieved at the Dehiwela campus with the opening of a two-storey-unit in June 1969. Galle and Kegalle have similar space problems since the campuses are either adjacent to (Galle) or housed with technical institutes (Kegalle). The Ministry is beginning the process of relocating both institutions.

Several principals and vice-principals felt that efficiency could be improved with more freedom to act at the college level. Details of this reaction were not specified.

More funds were recommended for development of co-curricular activities—including hobbies and extension services identified earlier. While the hesitancy of Ministry officials to support fully these requests is understandable (fearing that such activities might divert attention from the primary objective—occupational education at the mid-management level), the idea of offering opportunities to pursue hobbies along with sports and games is strongly supportable, if kept at the co-curricular level.

Another budget matter not identified by respondents to the inquiry, but of crucial importance, is the use of student-body funds. According to the Law governing the J.U.C. system, "every regular student attending a Junior University College shall pay an annual registration fee of twenty-five rupees" 6 This is in addition to a Rs. 25 library deposit, a refundable equipment deposit for certain courses, and charges for

6 *The Higher Education Act. Op. cit. Section 16.*

repeating courses and for taking diploma examinations other than the first time. The Act further states that :

(1) From the annual registration fee of each student, such sum as may be determined by the governing authority (Director-General of Education) shall be allocated to the students' Council for the purposes of student activities and welfare services.

(2) There shall be appointed by the Principal, a Senior Treasurer from among the teachers at the Junior University College to administer the funds referred to in paragraph (1). 7

While varioususes are being made of the registration fee, all approved as legitimate expenditures by the System Director, no policy has as yet been developed in writing. This, we recommend, is of vital importance and should be completed and released to the Principals immediately.

Secretaries (popularly known in junior and community colleges in the United States as "Business Managers") referred to the sizeable number of students who need financial help and asked for more freedom in the use of funds. This request was not made specific. The Ministry is attempting to interest banks in establishing loan funds for J.U.C. students.

Kuliyapitiya hopes to be able to grant loans to students from income obtained from a leased coconut farm. Income is anticipated on a quarterly basis, and if proper arrangements can be made, the resulting money will be placed in a student loan fund.

QUESTION 5.

Each Junior University College will develop a comprehensive Student Personnel Services Program. Which services are now in operation ? What have you suggested, or what have you done, to further these services ? What additional services should be implemented ? What specific recommendations would you submit for the improvement of the J.U.C. counseling and placement function ?

Comment

Student Personnel Services, particularly guidance, counseling, and placement, is one of the major features of Junior University College education. Offered for the first time in any dgree of concentration in Ceylon's educational system, this effort is being carefully nurtured. Much of the success of the J.U.C. venture depends on the effectiveness of the Student Personnel Services division.

Since this was a relatively unknown feature bordering on the strange or repugnant in the eyes of some members of the J.U.C. family, implementation of Student Services has been comparatively slow. The few trained people are having to feel their way along, adapting principles to familiar settings, and at the same time, selling the benefits of counseling, guidance, et.al. There is, nevertheless, a growing conviction among J.U.C. personnel that Student Personnel Services is one of the primary life lines of this bold educational venture. The importance of job placement is more self-evident than other services to students. It is clearly evident that if upon course completion the vast majority of the diploma graduates get jobs, the reputation of the Junior University Colleges will be cemented.

Reactions of administrators and faculty suggest recognition of this fact, and also the importance of other student services.

(To be concluded in next issue).

Dr. Frederick C. Kintzer (L 68), was Consultant in Junior Colleges to Ceylon's Ministry of Education.

7 The Higher Education Act Section 24.

PLANNING FOR THE FUTURE

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By Dr. FREDERICK C. KINTZER

(Contd. from September 1969 issue)

Student orientation in some form was held on all campuses in late January, 1969, prior to the February opening. Events and activities scheduled at Dehiwela were representative and included registration procedures by the Guidance Counselors ; an introduction to the library and the issuing of library cards by the librarian ; a talk on the purposes, rules and regulations of Junior University Colleges, by the Principal ; the Vice-Principal's comments on the curriculum schedule, and an introduction to the guidance program by the Guidance Counselor.

The lecturers oriented students to respective areas of work ; the students introduced themselves, and the Physical Education Lecturer spoke to them on the purpose of physical education activities. 'A non-verbal intelligence test for the Ceylon child' (1958) by Mr. C. W. Vethanayagam was administered, after the Guidance Counselor had addressed students in each class, and they had made out comprehensive data sheets. The orientation was concluded with the setting of a diagnostic English test prepared by the English faculty, and administered to the entire student body by the staff.

Counselors took major responsibility for finding approved housing—experiencing varying degrees of success in efforts to get satisfactory residences for students coming from all parts of the Island. By the end of the first term, personal record files had been fairly uniformly developed, and at least on one campus, anecdotal record forms and V.G. Branch Scale of Assessment of Personal traits were made available to lecturers (Galle). Histogram charts, on which grades of academic achievement scores will be added for each student, were also prepared by the Galle counselor.

By the middle of the second term, all campuses had organized a Students' Council, the elected executive board of the Students' Union. A second organization prescribed in "The Higher Education Act"—Board of Discipline—is also being established at each Junior University College. Membership of these boards, as detailed in the legislation, does not include students. It is hoped, however, that particular members of the student body will be invited informally to attend sessions and participate in deliberations.

Among recommendations submitted by the counselors, themselves, were :

1. Counselors must have more time for their work if guidance and placement is going to develop into a vital function. It is true that counselors have been pressed into other duties—including teaching. This administrative decision was partly due to the teacher shortage, a basic coolness toward counseling on some campuses, and a feeling by a few administrators that their counselors were not moving fast enough into the new role. Duties of the counselor and Placement Officer need constant review. Workshop sessions held at the end of the first term concentrated on job descriptions.

2. At least one more counselor (including placement responsibilities) is needed on each campus. This request was recently granted by the Governing Authority.

3. The Treasury which will recruit J.U.C. graduates should recognize J.U.C. diplomas.

4. A centralized organization at the Ministerial level should be organized for job placement with the cooperation of campus officers. Validity of this request is based on the fact that only a minor per cent of students attending any campus reside and hence will want to work in that community.

5. Admissions should be controlled by aptitude tests appropriate to mid-management fields, rather than University success standards. The sense of this recommendation is self-evident. The initial groups of students were admitted on or close to university-prescribed standards in lieu of more valid criteria.

Copies of a "Comparative Guidance and Placement Program" for two-year colleges (College Entrance Examination Board, New York), will shortly be made available. This new program offers suggestions for admission aptitude testing.

QUESTION 6

The Library will become the focal point of learning. Is the Library developing to your satisfaction? If not, why not? What specifically, have you suggested, or what have you done, to assure reaching this important goal?

COMMENT AND REACTIONS

"Making the Library the focal point of learning" is one of the action phrases of the Junior University Colleges. From the beginning, Ministry officials were determined not only to provide facilities and collections on each campus, but to assure library usage. "Accordingly, ten hours (per week) of supervised library study (is) required of all students regardless of major."[9]

In the words of the System Librarian, "Everything is being done to develop the libraries, but we are handicapped." Shortages of staff (described earlier under Question 4) and lack of books and materials in the mother tongue (see Comment on Question 3) are two of the most pressing problems. On the whole, library facilities are adequate for current enrollments, but dragging book and periodical orders—especially from Government storehouses—greatly concerns the system librarian and his staff of campus assistant librarians. While little can apparently be done at present to relieve the book ordering and delivery situation, increased budget allocations for ordering from local dealers on a tender system (as recommended by a Library Science faculty member) could speed processing of some collections. Library budgets for each college, according to the System Librarian, should be increased to at least Rs. 50,000 for the next five years.

For purposes of in-service training of less experienced assistant librarians, a seminar was suggested under the leadership of Miss E. J. A. Evans UNESCO expert, who is to remain in Ceylon for at least another year.

The majority of lecturers on every campus apparently emphasize the importance of utilizing library resources, and make regular trips to the library to provide individual help. This personal attention from the faculty, as well as librarians, can significantly relieve a more subtle problem. Apathy among students particularly with those who are weak in English during required library attendance hours is, in great part, a natural outgrowth of a library collection almost entirely lacking in Sinhala or Tamil. What to do to relieve this indifference should be the concern of the entire administration and faculty. Staff recommendations which could ease the situation are found in several sections of this report. Students, themselves, might have some worthwhile suggestions.

QUESTION 7

Teaching methods supporting course objectives will be varied and flexible. In addition to lecturing, what other methods have you used? Please illustrate with an actual example.

COMMENT

The Junior University Colleges are out to break the stranglehold of the traditional lecture method as well as the final examination as the single technique of appraising student success.

9. *Kintzer. "Accent on Action in Higher Education—Ceylon's New Junior University Colleges." Newsletter, USEF/C, March 1969.*

Effective teaching, the J.U.C. teaching staff agrees, is both a science and an art—a science in reference to the mastery of subject matter and techniques of presenting knowledge—an art in building motivation and increasing sensitivity for individuals who bring all types of inhibitions to the classroom both open and hidden. The master teacher is one who turns the spotlight away from himself and on to his students. The best teaching is not success in merely lecturing, but success first in motivating students to want to learn and then success in measuring and interpreting the level and amount of accomplishment. Rather than merely a talker, a J.U.C. lecturer must be a persuader, a tone setter, an interpreter as well as an arbitrator and, at times a referee.

Every teacher should leave the class with better understanding of the individual student —how he reacts to questions, how he grasps the meaning of material introduced. He should also leave every class with specific ideas on improving his teaching. He might return to his office to jot down successes and failure of the past hour—to attempt to answer the questions : " When and through what technique did I succeed in helping students ? " " Where did I fail ? "

REACTIONS

J.U.C. faculty members apparently utilized during the first term a variety of teaching methods, including : problem-oriented discussions, demonstrations, practical tutorials (in Library Science), role play (in Audit Practice), cases (in book-keeping), tours, and modified team teaching. A brief description of one so-called problem-oriented discussion (which involves more than discussion) will suffice to suggest that J.U.C. lecturers are seriously attempting to move away from the straight lecture method :

> The class is divided into groups of five students each. Groups elect leaders and freely discuss a topic of their choosing from a list of appropriate subjects. They subsequently meet together at a seminar level where views are submitted by leaders who lead critical discussion and final decision making. The lecturer acts as moderator, interpreter and referee throughout these sessions.

All campuses have a minimum of audio-visual equipment—projectors, tape recorders, record players. Although not widespread as yet, films are being used. British Council films : " Cooperative Organisations " and " Get Together " have been found especially effective in management studies classes.

QUESTION 8

Student evaluation will be based upon multiple criteria frequently and continuously applied throughout every course. How, specifically, have you thus far supported this goal ?

COMMENT

A student has a right to know how well he is doing in a course, and he should be able to find out at regular intervals. The need for continuous evaluation of student progress by a variety of techniques was identified in the planning stages of the J.U.C's. The evaluation plan of student success should, according to the *1969 Bulletin*, include a final examination, " but only as a capstone to the evaluation that has occurred throughout the two-year program ". [10]Each member of the faculty is thereby committed to a plan individually developed from prescribed guidelines.

The *Bulletin* further states that students should have opportunities to verbalize as well as to write. Successful verbalization should be recognized in the grading system—a contention which has not been actively supported in Ceylonese education.[11]

REACTIONS

Returns from the faculty indicate a modest implementation of this commitment to an expanded system of success measurement. Five cases of students evaluating each other were reported. Visiting lecturers are apparently asked to submit progress reports of student accomplishment. One teacher mentioned that he asks departmental colleagues to review his valuative judgements.

An English instructor submitted a statement suggesting his intention to supplement the final examination as the grading technique

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10. Junior University College Bulletin 1969. P. 19.

11. Ibid. P. 19, Sections e—f under " Examinations. "

as well as to break the spell of constant lecturing :

> "Since I teach a skill, I don't lecture. I first demonstrate sentence patterns, then call for oral practice which includes chorus drills, individual drills and pattern practice. . . . In my classes, students evaluate each other. Oral testing is applied both in the form of evaluating the day's lesson and as unit tests."

Attempts are being made to measure changes in student attitudes (see Reactions to Question 2). Although techniques for so-doing were reviewed during staff orientation sessions, few were actually described as having been specifically tried. Measuring attitude change is indeed difficult, most J.U.C. instructors feel, nevertheless, that helping to direct such change is a responsibility they must eventually share.

A beach head has been secured by the Junior University College forces against lecturing as the single-teaching method and the final written examination as the only means of grading. Much greater efforts are now necessary to insure further progress.

QUESTION 9

The J.U.C's. are obligated to offer educational opportunities to the public. What, specifically, have you contributed to "community services ?"

COMMENT

Educational opportunities for the general public have not been organized to any extent. Resources and energy have wisely been channeled into developing and executing quality programs in semi-professional fields. While a few imaginative projects were reported, this question was included primarily to coax interest in organizing future adult classes and cultural and recreational evening opportunities.

Maintaining an active program of Community Services—including educational, cultural and recreational opportunities for the public—would indeed bring lasting benefits to each of the communities. In the immediate years ahead, the Junior University Colleges have the opportunity as well as the responsibility to become centers of community life.

REACTIONS

At Kegalle Campus, a series of lectures is planned for small businessmen in accounts and book-keeping. Geared to practical applications, local business owners will be invited to attend the weekly sessions which later will be organized as follow-up seminars.

Physical education instruction is now available to Kegalle to government servants who want to keep fit. An open invitation has been extended to community people to attend evening film shows on physical education. Dehiwela, the urban campus in metropolitan Colombo, has made relatively extensive use of guest lecturers, some of whom have lectured without charge—a harbinger of a community support organization which is the heart of successful community oriented junior universities.

An extension evening course (in Sinhala) for permanent employees of the State Insurance Corporation is a possibility at Dehiwela campus. Such a course, initially designed to upgrade employees, could eventually lead to a full diploma program in insurance, and a pre-University major as well.

A FINAL REQUEST

Please feel free to identify and comment on a *particular* success not otherwise covered, and/or a *pressing problem*. It is vital that you describe specific incidents or situations. Describe in some detail. Avoid generalities.

REPLIES

Administrators and faculty on several campuses questioned the advantage of a 240-day yearly calendar. This total, it was pointed out, is considerably greater than in other institutions of higher education. The University of Ceylon has approximately 200 days in its calendar year. Notwithstanding the difference in objectives of the Universities and the Junior Universities, the disparity between the two calendars is, seemingly

difficult to justify. The daily schedule which (when diploma courses, required courses and library attendance are all accounted for), amounts to an inordinately long day for students and faculty alike, was also questioned. No alternatives were offered, however. Compromises—including reduction in the amount (10 hours per week) of compulsory library attendance and the maximum number of hours for diploma courses—are being studied.

Additional suggestions were directed toward the improvement of the level of English competency. One of these—extra staff to permit ability grouping in English classes—has already been accepted at the Ministerial level. Another suggestion is being implemented : " Ask the United States information Service Library to send around its mobile unit to make available English texts which are entirely lacking in certain fields. "

Need for motor vehicles was widely expressed. If the colleges are going to maintain a reasonably full co-curricular program, as well as develop a close relationship with their communities, a ready means of transportation is necessary. A mini-bus assigned to each Junior University would be put to many essential uses. Adequate transportation for critically needed equipment apparently cannot be provided by the Ministry. Inordinate delays of equipment, crippling the efforts of colleges, particularly those most distant from Colombo, are frequently experienced.

The question of faculty participation in policy making was brought up by more than one respondent. One asks the question rhetorically :

> Is the active participation of the instructional staff in policy making decisions considered necessary ? If so, why have not the staff been consulted with regard to such important matters as *teacher load, formation of timetable,* or *fixing the number of working days for the college year* ?.

Faculty and student participation in planning as well as executing policy especially in areas which primarily affect them, is a practical necessity in institutions of higher learning wherever they are located. While this requires careful planning with clear responsibility understandings, such faculty and student involvement needs no philosophical justification. If the rule of reason rather than the rule of force is to prevail, cooperative effort simply must be instituted. Cooperative administration appears to be the best antidote for the unrest which grips the educational world like a tidal wave. In planning the Junior University College system, Ministry officials made effective use of community leaders—including businessmen and university professors—as well as available faculty. The *1969 Bulletin*—especially sections dealing with course specifications—was largely the work of the professional teaching staff. As the faculty gains experience, the Director will undoubtedly solicit their participation in developing policy which most directly affects them.

Recommendations were submitted to the Honorable Minister and the System Director in a final memorandum dated June 16, 1969. Included were the recommendations to :

1. Add to the System Director's office staff an assistant for instruction and an assistant for financial controls.
2. Consider a new set of administrative and faculty titles consistent with the unique purposes of J.U.C. education.
3. Extend faculty and student participation in decision-making.
4. Develop suitable aptitude tests for admission and placement purposes.
5. Extend the *Faculty Handbook* currently in first draft form, and develop a *Policy Manual* as quickly as possible.
6. Plan in-service programs for all personnel, and workshops in building instructional objectives and utilization of instructional techniques.
7. Give priority to the development of a Community College concept.

8. Continue the orderly development of the three established types of student bodies : coeducation, male only, and female only.

9. Provide housing for students, particularly those attending rural institutions.

10. In three to five years, plan a major evaluation to answer the questions : " What are we doing and why ? " and " In what directions should we be going to reach our long term goals ? "

A development of remarkable proportions is underway in Ceylon. An entire Junior University College system was created with six operating campuses in three short years. Ample provision for its growth and development is provided in the enabling legislation. The system with an enthusiastic Director who has a thorough understanding of the Junior University College potential, is beginning to operate as a cooperative unit to meet the needs of individual communities and the Nation.

Dr. Frederick C. Kintzer (L 68), was consultant in Junior Colleges to Ceylon's Ministry of Education.

DIRECTOR'S COMMENTS

IN the September issue we congratulated our accountant, who served on the Foundation's staff for ten years. Now we offer our good wishes to our alumni officer, who completed ten years of service with the Foundation on October 12. Our staff, the alumni, and all those who are connected with our work join in congratulating her and wishing her many more years of useful service.

To have on our staff personnel with long years of service, is a tribute both to them and to the Foundation. Loyal service and dedicated work are always the fruits of such long associations. To the extent that an administrator receives the guidance, wise counsel and the advantage of long experience from his senior staff, is he able to accomplish his tasks. We are most fortunate that, not only in the working staff but also in the agencies that work in close co-ordination with the Foundation, are people who are able to share with those who join later their wide experience, thereby making the task of a new recruit lighter.

It is a tribute to the staff that the number of alumni who ' drop in ' at the Foundation is increasing rapidly. Increasing interest in the activities of the Foundation challenges us to move ahead with greater confidence.

We are hopeful that as the years go by, the Foundation will become a center of academic activity between the two nations it represents.

L. AELIAN FERNANDO,
Director.